**Story 1 Review: North America—the Land and Its People** (Cranny, chapters 6, 7 and parts of 8)

Focus Questions:

* What are the characteristics of North America’s physical regions?
* How do physical and climatic forces shape the land, past and future?
* How did Aboriginal Peoples come to occupy North America?
* What does an ethnology of a First Nations group reveal about subsistence, geographic adaptation and culture?
* Why and how did various non-Native groups visit North America, and why did they leave?
* What patterns and impacts resulted from visits by Europeans in the 16th century?

Major outside-the-text things to review:

Video Notes: *Who Really Discovered America?*

Video Notes: *Eskimo Summer* and *Eskimo Winter*

Project 1—physiographic map of North America

Project 2—anthropological/cultural exploration of one Native group

Handout: How to create a climate graph (and remember how to read one!)

Important Terms

You should be able to **use your own words** to explain the meaning of each term. You can check your definitions with the meanings given in the textbook.

Region

Tectonic

Fold Mountains

Volcanic Mountains

Erode

Glaciation

Vegetation

Topography

Climate

Coniferous

Deciduous

Sedimentary

Swamp

Marsh

Delta

Escarpment

Continental Climate

Rift Valley

Faulting

Tornado

Funnel

Vortex

Muskeg

Boreal

Maritime Climate

Temperate

Plateau

Brackish

Sink

Rain-shadow

Tundra

Supernatural

Trickster

Anthropology

To domesticate

Shamanism

Ethnography

Soapstone

Kayak

Umiak

Inukshuk

Sinew

Palisade

Nuclear family

Cannibal

Extended family

Archeological excavation

Hearth

Blind

Pound

Corral

Initiation

Dugout

Pit house

Semi-subterranean

Edible

Potlatch

Totem pole

Midden

Bilateral kinship

Matrilineal

Patrilineal

Matrilocal

Patrilocal

Matriarchal

Patriarchal

Subsistence

Monopoly

Letters Patent

Heathen

Infidel

Archipelago

Scurvy

Immunity

Sieur

Pyrites

Treachery

Perception

Agenda

Bias

Feedback loop

Sea Dogs

Basque

Diplomacy

Important People, Groups and Items

1. Vikings
2. L’Anse aux Meadows
3. Leif Erikson
4. Freydis Eriksdottir
5. John Cabot
6. Grand Banks
7. Jacques Cartier
8. Iroquois
9. Stadacona
10. Donnacona
11. Domagaya
12. Roberval
13. Henry Hudson
14. Humphrey Gilbert

Main Ideas and Concepts

1. Why are climate, vegetation, and soils useful factors in dividing North America into its various regions?
2. In your own words, explain the meaning of tectonic forces and describe how they built the continent of North America.
3. Explain how the forces of erosion associated with the Ice Age helped to shape the topography of this continent.
4. Draw up a chart to show how the European settlers changed the landscape in each of the seven regions of North America.
5. Compare how each of the five peoples adapted to their respective environments. Use the following headings: Natural Resources, Subsistence, Shelter and Transportation.
6. Compare the History, Lifestyle and Social and Political organization of each of the five aboriginal culture groups.

Comprehension

1. Explain the process of building:
   1. Fold mountains
   2. Volcanic mountains.
2. Compare the climates of the Coastal Plains and the Western Cordillera. Both are maritime, yet they are different in several ways. Explain the reasons for this.
3. Use the map on p. 162 to explain the difference in soils between the Canadian Shield and the Interior Plains.
4. Look at the climate graphs on p. 171. Explain why precipitation is higher in the summer than in the winter (you may want to look up the word “convectional” in a dictionary to help you answer this!).
5. Examine the climate graph for Miami on p. 167. Can you suggest a different explanation than the one in question 4 for the high summer precipitation on that graph?
6. Use the photograph on p. 167 to explain why hurricane damage costs are so high.
7. Use the climate graphs on pages 175 and 177 to explain orographic (or relief) rain-fall, including the effects of rain-shadow.
8. Permafrost has a very strong impact on both the natural and man-made environments in the tundra. Give two examples of this for each.
9. Explain the difference between a myth and a legend.
10. Explain the difference between anthropology and ethnography. How does each help us to understand a people?
11. Identify the major food source of each of the five peoples, and make one observation about its importance in the life of the people.
12. The Inuit are renowned for their soapstone carvings. Why do you think this skill developed?
13. How were the Iroquois different from all the other Native groups discussed?
14. On p. 199, pemmican is described as “the first trail mix”. Compare today’s trail mix with pemmican and explain how they are alike nutritionally.
15. The return of the salmon to its spawning grounds was a major event in the lives of both the plateau and coastal peoples of British Columbia. Research an important salmon run in a region of your choice.
16. Explain the two purposes of the potlatch to Northwest Coast aboriginal people.
17. The potlatch was greatly misunderstood by white people and, for a time, the white people banned this ceremony. Explain why you think they did this.
18. What were the British and the French looking for when they sent their explorers on a northerly route?
19. Who were the first Europeans to definitely explore what is today Canada? Why did they come here? How do we know they were here?
20. Why do you think the other European nations were unaware of the Vikings having been here?
21. What resources were the basis for early English and French interests in the area?